California P-16 Council
Subcommittee 3
Report and Recommendations

How can we work to ensure that all students develop a sense of community while they are in high school?

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The essential question posed to P-16 Council Subcommittee 3 was, How can we work to ensure that all students develop a sense of community while they are in high school?

Subquestions posed were:

- How can we obviate the likelihood that high school students will fall into gang subcultures or other counterproductive subcultures in high school communities?

- What are some examples of programs or products that successfully build personal relationships between teachers and students and between students and community groups or individuals?

- Why are these models successful and which aspects could be replicated and encouraged in California?

- Are high schools working with middle schools and elementary schools to identify at-risk students who are entering high school? If so, how are those schools working with these students and their families to ensure the students' success?

- How can support for a student's culture be implemented to develop a student's sense of community?

Introduction

The charge to the California P-16 Subcommittee 3 is to develop recommendations to address the following question: How can we work to ensure that all students develop a sense of community while they are in high school? In this report the subcommittee makes specific recommendations addressing this question and suggests strategies and identifies the financial impact of the proposed recommendations.

Ironically, unlike the questions that the other subcommittees are addressing, question 3 makes the assumption that there is agreement on the inherent value(s) implicit in the question—a critical issue in a time of finite resource allocation. While no educator or legislator can disagree with the statement that "students SHOULD develop a sense of community while they are in high school," this priority, when stacked against other policy or funding issues, too often fails to muster sufficient political or even educational support. Subcommittee 3 believes, therefore, that before we offer recommendations addressing the preceding question, we need to provide value statements underscoring why, in fact, developing a sense of community for high school students is the sine qua non (essential thing) from which all other successful reforms will emerge.

In February 2006 two researchers at the University of Pennsylvania published an article in *Psychological Science* asserting that "self-discipline is a better predictor of academic success than even IQ." Further they state, "Underachievement among American youth is often blamed on inadequate teachers, boring textbooks, and large class sizes. We

suggest another reason . . . their failure to exercise self-discipline. Programs that build self-discipline may be the royal road to building academic achievement."[1]

This stunning revelation underscores that developing a sense of community in high schools where students learn the value of self-discipline is not only valuable for students' well-being, but it may, in fact, be the preeminent determinant of academic achievement for all students.

Chester E. Finn, Jr., in "Things Are Falling Apart" notes that U.S. high school students feel neither connected nor engaged, are bored to death and dropping out, and are not well prepared for college and employment.[2] He states that to alleviate the high school problem, we must "tap into the affective, pecuniary, and social sides of young people." More specifically, he is convinced that the essential elements of a positive and effective high school environment for students are connectedness and feelings of safety and trust. Feeling needed and valued cultivates a sense of community and higher academic achievement. When students feel they are a part of the school community, they are willing to improve themselves and their community.

Findings from research studies show that communities "are organized around relationships and ideas."[3] These relationships include student-to-student, student-to-adult, and student-to-community interconnectedness. Students who experience their school as a caring community are more motivated and engaged in their learning. Positive connections between students and teachers, coupled with high expectations, promote academic success. This assertion is supported by long-standing research on small schools.[4]

Thus the value statement inherent in question 3 is no longer an attractive option to be included should some fiscal windfall occur in California. Subcommittee 3 is making the case (and our recommendations are aligned with this premise) that a concentrated effort to provide, support, and sustain programs that enhance a student's sense of belonging to a community will increase the likelihood of that student's academic success.

Proven examples of our hypothesis exist. According to *The Magnificent Eight: AVID Best Practices Study*, AVID's successful classroom culture is a function of the scaffolding on which students develop lifelong habits of mind, such as responsibility, accountability, discipline, collaboration, continuous inquiry, and determination.[5]

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[1] Angela L. Duckworth and Martin Seligman, "Self-Discipline Outdoes IQ in Predicting Academic Performance of Adolescents," *Psychological Science*, Vol. 16, No. 12 (December 2005), 939–44.
[2] Chester E. Finn, Jr., "Things Are Falling Apart," *Education Next*, (Winter 2006).
[3] Thomas Sergiovanni, *Leadership for the Schoolhouse: How Is It Different? Why Is It Important?* San Francisco: Jossey-Bass, Inc., 1996.
[4] Kathleen Cotton, *School Size, School Climate, and Student Performance*. (SIRS Close-Up #20). Portland, Ore.: Northwest Regional Educational Laboratory, May 1996.
[5] Larry F. Guthrie and Grace Pung Guthrie, *The Magnificent Eight: AVID Best Practices Study*. Final Report. Burlingame, Calif.: Center for Research, Evaluation, and Training in Education, February 2002.

Finally, members of Subcommittee 3 polled students at their own schools and heard directly the students' dissatisfaction with the status quo:

"I just don't feel part of the school."
"My classes are a waste of time."
"Why should I study stuff that has no connection to my world?"
"My teachers don't care how I do."
"Why work any harder? I already passed the CAHSEE!"
"I'm scared to be on my campus!"

The subcommittee members believe, therefore, that California's high schools must have the resources to create learning communities in which all students will feel connected, supported, and empowered to meet the appropriately high standards that this state has established so that its students can achieve academically, succeed in the workplace, and contribute to their communities. The subcommittee's recommendations are designed to support students in attaining those goals.

Goals and Rationale

The school climate and culture are critical elements in ensuring that high school students can learn and achieve. All needs of students must be considered: academic, safety, social, psychological and emotional, and artistic and creative.

Subcommittee 3 has chosen three focus goals that address the needs cited previously:

Goal I.   Building and sustaining a sense of community in high schools
Goal II.   Addressing the needs of at-risk high school students
Goal III.   Addressing student diversity in high schools

GOAL I. Building and Sustaining a Sense of Community in High Schools

According to Richard Schwier and Eugene Kowch, from the University of Saskatchewan, in *Characteristics of Technology-Based Virtual Learning Communities*, building a community is "not an organizational engineering problem."[6] We need to construct social structures that bond people together in a "one-ness" so that a feeling of belonging is shared. Sharing and learning within a discourse based on morals, values, and principal conditions (e.g., purpose, trust, freedom to take risks, unconditional acceptance, shared responsibility, an obligation to do the right thing) can create frequent dialogue, possible only when everyone defines these principles with a common moral voice. That moral voice can be developed through identification of values and reflection at all levels.

Jane Bluestein, in "Six Components of an Emotionally Safe School," suggests the following six general areas needed for emotionally safe schools:[7]

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[6] Richard Schwier and Eugene Kowch, *Characteristics of Technology-Based Virtual Learning Communities.* Saskatoon, Saskatchewan: University of Saskatchewan, 1997.
[7] Jane Bluestein, "Six Components of An Emotionally Safe School," *Superintendents Only*, Vol. 12, No. 1 (September 2005).

1. Presence of a reward orientation within a structure of positivity

2. Environment of respect, belonging, and dignity

3. Respect for student needs for power and control within reasonable limits

4. Nurturance for student recognition, power, and attention in constructive and proactive ways

5. Respect for learning styles and personal preferences

6. Need for student success

Goal II. Addressing the Needs of At-Risk High School Students

Kati Haycock and Sandra Huang in "Are Today's High School Graduates Ready?" state, "When students are taught in smaller, more personal environments, they tend to do better. Poor and minority students see even stronger benefits, with school size offsetting other disadvantages common to high poverty, high minority schools. While school size by itself is not enough to overcome all other problems or deficiencies, it is a good start to providing the kind of connected environments that will facilitate student learning."[8]

Jobs for the Future's initiative "Transforming the American High School: New Directions for State and Local Policy" has codified the essential supports and opportunities young people need to become productive adults, as shown in the five Cs:[9]

1. **C**aring relationships that help young people build an attachment to the learning environment and provide them with the support they need to overcome obstacles

2. **C**ognitive challenges that engage young people intellectually and help them to develop the competencies they will need for postsecondary success

3. **C**ulture of support for effort that pushes young people to do their best work

4. **C**ommunity membership and voice in a group young people feel is worth belonging to

5. **C**onnections to high-quality postsecondary learning and career opportunities through an expanding network of adults

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[8] Kati Haycock and Sandra Huan, "Are Today's High School Graduates Ready?" in *Youth at the Crossroads: Facing High School and Beyond. Thinking K-16*, Vol. 5, Issue 1 (Winter 2001). Washington, D.C.: Education Trust. ERIC ED 458 351.

[9] Michael Cohen, *Transforming the American High School: New Directions for State and Local Policy*. Aspen, Colo.: The Aspen Institute, 2001.

One of the reasons young people join gangs is that gang membership can provide a sense of power and belonging and recognition for their members. In gangs they may find some of these five Cs they are not finding in school: caring relationships, cognitive challenges, a supportive culture, community membership and voice, and connections to an expanding network of adults.

Goal III: Addressing Student Diversity in High Schools

Jonathon Saphier in his chapter "Masters of Motivation" in *On Common Ground* examines the importance for teachers and other school staff to believe in "effort-based ability"—the belief that all students can do rigorous academic work at high standards, even if they are far behind academically and need a significant amount of time to catch up. Saphier states that "strong professional learning communities produce schools that are engines of hope and achievement for students." [10]

Subcommittee Recommendations

The P-16 Council Subcommittee 3 members made the following recommendations after reviewing available research and data; interviewing high school students, their teachers, and their parents; and sharing among themselves their professional experiences and observations of high schools and students.

These recommendations address creating structures and plans that help establish a shared feeling of belonging for students, faculty, parents, and the larger community:

- A "one-ness" of school purpose and mission
- An environment of trust and acceptance
- An environment of shared responsibility—where everybody feels obligated to do the right thing

A one-size-fits-all proposal or model will not meet the needs of all California schools. Therefore, these recommendations need to remain flexible for a school district's design, implementation, and control. The subcommittee has made a conscious attempt to avoid recreating successful existing programs.

Recommendation 1. Planning and Programs for the Transition from Middle School to High School (Goals I and II)

- Support P-16 Council Subcommittee 4's recommendation for a transition plan from middle school to high school for the approximately 500,000 eighth grade students in California. This plan can include a freshman "transition camp" (see recommendation 3, which appears later). This plan would provide a continuum of quality programs that incorporate local resources and respond to local needs. Programs should focus on student-to-student, student-to-adult, and student-to-community relationships so that students are engaged on a regular and ongoing basis.

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[10] Jonathon Saphier. "Masters of Motivation" in *On Common Ground*. Edited by Richard DuFour. Bloomington, Ill.: National Educational Service, 2003, pp. 85–113.

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- Introduce middle school students, staff, families, and youth organizations to the Search Institute's 40 Developmental Assets.[11]

- Survey high school students and current graduates and their parents about school services and student connections and create plans to increase the satisfaction of disenfranchised students who are dropping out because they see school as irrelevant.

Differentiation and experimentation are necessary. Students can provide insightful feedback on the strengths and weaknesses of schools and on practices that do and do not work.

An example of the rationale and proposed legislative bill language for a high school transition program follows.

The Middle School to High School Summer Transition Program

The Legislature finds that one of the biggest educational challenges adolescents face is moving from one school to another. The transition from middle school to high school is particularly difficult because middle schools tend to be smaller and more personal and comprehensive high schools tend to be large and impersonal.

Adolescence is a time of personal and social exploration. Successful high schools provide the flexibility to fulfill the needs of students in that age group. In addition to focusing on a rigorous standards-based academic curriculum, successful high schools develop students' feelings of self-worth, healthy personal relationships with peers and adults, and responsibility for civic obligations.

Another finding of the Legislature is that California schools are faced with a very large dropout population estimated by the Legislative Analyst's Office to be close to 30 percent.[12]

The Legislature also finds that many school observers believe that high school students who do not succeed in their freshman year of high school either drop out or become likely dropouts in their later years of high school.

To ease students' transition from middle school to high school and to provide valuable academic and social experiences during the critical initial formative months of high school, the Legislature hereby establishes the Middle School to High School Summer Transition Program. The objective of the program is to provide meaningful academic, personal, and social support for high school freshman the summer before they begin their freshman year of high school, with the goal of improving students' academic achievement and citizenship and reducing the high school dropout rate.

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[11] 40 Developmental Assets® for Adolescents (ages 12–18). Minneapolis: Search Institute, 1997.
[12] DataQuest. http://dq.cde.ca.gov/dataquest

Requirements for the Program

This section lists the legislative requirements for a summer transition program from middle school to high school.

A. Program activities may include, but are not limited, to the following:

    1. Classes to strengthen academic skills

    2. Classes or activities or both to introduce participating students to the goals, culture, and environment of their high schools

    3. Activities that lead to a sense of family and team building among students and staff participating in the summer school program

    4. Activities that introduce students to community resources

B. School districts applying for grants must develop plans to ensure that:

    1. Students most at risk of dropping out are enrolled in the summer school program.

    2. High school personnel (may include teachers, counselors, administrators, classroom aides, or older students) are active participants in the summer school program.

    3. Financial, human, and cultural resources from the school, district, and community are committed to the summer school program.

    4. Summer school programs are for a minimum of 20 hours (two weeks) and a maximum of 60 hours (six weeks).

    5. The district and school identify strategies to provide support for summer school students throughout their freshman and sophomore years of high school.

C. The Superintendent of Public Instruction shall develop and disseminate grant applications to school districts and shall rank applications, taking into account the following:

    1. Whether the proposal is likely to have an impact on the academic, social, and personal development of participating students to ensure that they have a productive and successful freshman year and, ultimately, a successful high school experience

    2. The extent to which the school, district, and community resources are committed to the summer school program, including the active participation of school personnel in the summer school program

    3. The extent to which participation in the summer school program, especially of at-risk students, is likely to occur

4. The extent to which participating schools have a thoughtful plan to ensure that the summer school academic and extracurricular activities are continued in some form during the freshman school year and beyond (Ongoing activities that could be indications of such activities are new or enhanced counseling, tutoring, mentoring, and team building and the development of small learning communities.)

D. The Superintendent of Public Instruction shall strive to approve grants to ensure that a variety of strategies is authorized to ensure that evaluators may compare the efficacy of different approaches to the transition from middle school to high school.

E. There is no limit to the number of schools within a district that may apply or be accepted in the Middle School to High School Transition Program, but the Superintendent of Public Instruction should strive to ensure that all regions of the state and all sizes of high schools are participants in the program.

F. State funding of $50 million annually for three years is authorized, and the school allocation is based on the existing per student/per hour summer school formula. The funding provided is in addition to that for existing summer school programs.

G. In the initial year of the grant program, $2 million is provided for the State Board of Education to contract with an independent contractor for a three-year evaluation of the Middle School to High School Summer Transition Program to determine:

1. The number of participating districts, schools, and students

2. A description of the different types of strategies employed by participating schools in and the efficacy of different approaches

3. The extent to which the program goals have been realized

4. The identification of problems that made it difficult to reach the program goals

5. Recommendations to the Legislature on whether the program should be expanded, maintained, reduced, or eliminated, and if maintained or expanded— suggestions for improving the program

Recommendation 2. Expanded College and Career Pathways to High School Graduation (Goals II and III)

- Support local, regional, and state collaborations to increase multiple pathways to high school graduation that promote success in college and work.

- Go beyond the "a-g" requirements (meets prerequisites for entrance to the University of California and California State University systems) to attract and retain students and prepare them for college and work.

Recommendation 3. Ongoing Transitional Planning (Goals I, II, and III)

- Support transitional planning and programs (during summers and Saturdays throughout the high school years) based on criteria from research and prior experience.

- Design and fund a continuum of transition plans that engage students and adults on a regular and ongoing basis and that will connect students to a variety of career paths and postsecondary education. These transition plans can be designed and implemented at the local level to reflect school priorities and community cultures. Transition plans will include suggested strategic actions from ninth to tenth grades, tenth to eleventh grades, eleventh to twelfth grades, and from high school to life beyond high school.

Possible components of a transition plan are discussed in the next section.

1. A summer transition planning academy to be held each year will focus on building and sustaining meaningful adult and student relationships within the school and the community to help students navigate the high school system and develop and begin taking strategic action on their plans beyond high school (which may include attending college, entering the workforce, traveling, doing community service, and so forth.)

   The schedule of five to ten summer weekdays or five summer Saturdays will provide:

   - **Students** with exposure and deepening of nonacademic interests, especially creative, artistic, and personal growth

   - **Teachers** with professional development in building the classroom community, designing creative and stimulating instructional strategies and activities, and working with available community partnerships, such as nonprofit and government arts agencies that promote the visual and performing arts in schools

   - **Parents** with a meeting place and training opportunities to encourage, motivate, and prepare them to participate in issues and activities that concern the school or school district or both (Summer transition camps for grades nine through twelve are discussed in the next section.)

   The summer transition camp for incoming freshmen, scheduled for 2007, will provide students with opportunities for:

   - Initial course planning for high school graduation and college or career pathways

   - Planning for engagement in school activities

- Exposure to staff of community organizations and nonprofit agencies that meet the needs of students displaying warning signs of behavior leading to gang activity. Examples are:

  - Chapters of Big Brothers and Big Sisters provide mentors to youths up to age eighteen.

  - Chapters of the National Coalition of Barrios Unidos provide after-school drop-in centers that offer recreational and educational programs, counseling groups, individual and family counseling, and curriculum to prevent and intervene in gang violence and drug abuse. The chapters also encourage community service through internships or nonprofit organizations.

  - Nonprofit agencies (such as Pajaro Valley's Prevention and Student Assistance, Inc., closely partnered with the school district) offer substance prevention and intervention programs, youth and family counseling, and antigang programs.

Activities for the career camp for incoming sophomores, scheduled for 2008, are:

- Meeting mentors

- Planning for college and careers

Activities for the camp for incoming juniors, scheduled for 2009, are:

- Progress check for meeting college entrance requirements or preparing for careers

- Volunteering or interning

The camp for incoming seniors, scheduled for 2010, will explore preparing for life beyond high school.

2. Ongoing follow-up will occur during the school year to help students develop and pursue their plans, encourage teachers to implement the best practices and strategies, and keep parents involved.

3. New roles of all school-based personnel are needed to better serve students who are at risk of navigating and succeeding in the school system. *Every* adult employee on campus will be trained to *advise* students and help them navigate the system. The role of high school counselor will change.

4. Existing mentor programs **can be used** to connect students with members of the community. Ensure that mentors and students are matched according to their interests. (For Big Brothers and Big Sisters, the minimum age for children in the program is seven years old, and the maximum age is fourteen, with an ending

age of eighteen. Exceptions for matching are made at times for fifteen-, sixteen-, or seventeen-year-old students.)

Recommendation 4. School Community Safety and Violence Prevention (Goal I)

Provide staffs of schools, school districts, and county offices of education with the following information and tools:

- Identification of school safety needs

- An understanding of risk factors for gang activity, the nature of gang activity, and strategies for discouraging and dealing with gangs

- Strategies for a broad collaborative group, including school staff, students, parents, law enforcement, and the community to identify, implement, and evaluate programs that can address school safety needs

Proposal for State Funding

Funding for planning during 2006-07 will be needed to begin work on the following recommendations:

1. **Provide for annual transitional planning.**

   Funds from existing summer school monies and the Summer Bridge program can be used to fund a continuum (array) of high school transition plans.

   Financial or other incentives will be needed to compensate teachers for their additional time needed to help students create better relationships with other students, school-based adults, and the school.

   Purchase of curriculum or training materials requires funding.

   Fees for consultants, trainers, and speakers will be needed.

2. **Fund School Community Violence Prevention.**

   Purchase of curriculum or training materials will be required.

   Fees for consultants, trainers, and speakers will be needed.

3. **Fund CCSESA curriculum and instruction.**

4. **Increase funding for vocational education and alternative education.**

Summary of Research and Data

Some interesting data regarding high school students follow:

- The graduation rate of California students for 2004-05 is 71.1 percent.[13]

- Less than half (47 percent) of California high schools made their growth targets for the 2003-04 Academic Performance Index (API) cycle.[14]

- As reported in the *New York Times* dated July 16, 2005, an online survey of more than 10,000 high school students by the National Governors Association revealed the following:[15]

    - More than a third of respondents said their school had not done a good job of challenging them academically or preparing them for college.

    - Almost two-thirds said they would work harder if the courses were more demanding or interesting.

- The Educational Testing Service released a survey in June 2005 indicating that 51 percent of the general public thinks U.S. high schools need either major changes or a complete overhaul.[16]

- About 40 percent of high school students were just going through the motions in school; more than one-third of the students surveyed said they got through the school day "goofing off" with their friends and neither tried nor paid attention when in class.[17]

The Search Institute

The Search Institute's 40 Developmental Assets are concrete experiences and qualities that are categorized into two groups of 20 assets (external assets and internal assets).[18]

1. *External assets* are the positive experiences young people receive from the world around them. These 20 assets deal with supporting and empowering young people, setting boundaries and expectations, and making positive and

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[13] DataQuest. http://dq.cde.ca.gov/dataquest
[14] Ed-Data Education Data Partnership. http://www.ed-data.k12.ca.us
[15] Michael Janofsky, "Students Say High Schools Let Them Down: *New York Times*, July 16, 2005.
[16] *Keeping Out Edge: Americans Speak on Education and Competitiveness*. Washington, D.C.: Hart/Winston, 2006.
[17] Laurence Steinberg, *Beyond the Classroom: Why School Reform Has Failed and What Parents Need to Do*. New York: Simon and Schuster, 1996.
[18] *40 Developmental Assets*.

constructive use of young people's time. External assets identify important roles that families, schools, congregations, neighborhoods, and youth organizations can play in promoting healthy development.

2. *Internal assets* identify those characteristics and behaviors that reflect positive internal growth and development of young people. These assets deal with positive values and identities, social competencies, and commitment to learning. Internal assets prepare young people for life situations that challenge their inner strength and confidence.

The AVID Program's Success

According to *The Magnificent Eight: AVID Best Practices Study* from the Center for Research, Evaluation, and Training in Education (CREATE), AVID's successful classroom culture is owed to:[19]

- Scaffolding on which students develop lifelong habits of mind, such as responsibility, accountability, discipline, collaboration, continuous inquiry, and determination

- AVID teachers' belief in their students' potential and commitment to see their students realize their dreams of going to college

Research on Small-Size High Schools

The following major points are identified in research on small-size compared with traditional-size high schools outlined in Northwest Regional Educational Laboratory's *School Size, School Climate, and Student Performance*:[20]

- Student's attitudes toward school in general and toward particular school subjects are more positive in small schools.

- Students' social behavior—as measured by truancy, discipline problems, violence, theft, substance abuse, and gang participation—is more positive in small schools.

- Levels of extracurricular participation are much higher and more varied in small schools than in large ones, and students in small schools derive greater satisfaction from their extracurricular participation.

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[19] Larry F. Guthrie and Grace Pung Guthrie. *The Magnificent Eight: AVID Best Practices Study.* Final Report. Burlingame, Calif.: Center for Research, Evaluation, and Training in Education, February 2002.
[20] Kathleen Cotton, *School Size, School Climate, and Student Performance*.

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- Students' attendance is better in small schools than in large ones.

- A smaller percentage of students drop out from small schools than from large ones.

- Students have a greater sense of belonging in small schools than in large ones.

- Students' academic and general self-concepts are higher in small schools than in large ones.

- Interpersonal relations between and among students, teachers, and administrators are more positive in small schools than in large ones.

- Teachers' attitudes toward their work and their administrators are more positive in small schools than in large ones.

- Attributes that researchers have identified as accounting for the superiority of small schools are:

  - Everyone's participation is needed to populate the school's offices, teams, clubs and so forth so that a far smaller percentage of students is overlooked or alienated.

  - Adults and students in the school know and care about one another to a greater degree than is possible in large schools.

  - Small schools have a higher rate of parent involvement.

  - Students and staff generally have a stronger sense of personal efficacy in small schools.

  - Students in small schools take more of the responsibility for their own learning. Their learning activities are more often individualized, experiential, and relevant to the world outside school. Classes are generally smaller, and scheduling is much more flexible.

  - Grouping and instructional strategies associated with higher student performance are more often implemented in small schools—team teaching, integrated curriculum, multiage grouping (especially for elementary school children), cooperative learning, and performance assessments. Poor students and those of racial and ethnic minorities are more adversely affected—academically, attitudinally, and behaviorally—by attending large schools than are other students. Unfortunately, poor and minority students continue to be concentrated in large schools.

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Role of the Arts

Recent studies show that a child's involvement in the arts is linked to higher academic performance, lower dropout rates, and increased community involvement. For students who struggle in schools with curricula based primarily on verbal proficiency, using arts processes proves extremely powerful for students with more kinesthetic, musical, and artistic tendencies. Students who participate regularly in the arts develop self-confidence. They see themselves as capable of doing work that is personally satisfying and publicly acknowledged. Because serious work in the arts requires persistence, students develop self-discipline and come to understand what it means to make multiple revisions to achieve high standards. Because so many art forms are collaborative, students often develop the crucial ability to work on a common project with others. Because of these relations between the arts and the development of self-esteem, many arts educators say that the arts save lives. [21]

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[21] *Critical Links: Learning in the Arts and Student Academic and Social Development.* Edited by R. J. Deasy. Washington, D.C.: Arts Education Partnership, 2002; K. Burger and E. Winner, "Instruction in Visual Art: Can It Help Children Learn to Read?" *Journal of Aesthetic Education*, Vol. 34, No. 3-4, (2000), 277–293; J. Burton, R. Horowitz, and H. Abeles, "Learning In and Through the Arts: The Question of Transfer," *Studies in Art Education*, Vol. 41, No. 3 (2000), 228–257; *Quality, Equity and Access: A Status Report on Arts Education in California Public Schools, Grades Pre-K Through 12*. Pasadena: California Alliance for Arts Education, 2004.

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